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ABSTRACT

This report evaluated a teacher education program designed to improve the quality of instruction for low income students in New York City. A major goal of the program was to increase student reading and English fluency skills. Teachers for the program were trained on college campuses. Each participating school designed its training program to suit its own educational needs. Parent participation in the design of the program was solicited. In addition to the teacher training aspect of the program, 150 students were provided with corrective reading services twice per week and 55 students participated in a small group English as a second language tutoring program. The objectives of the program were improvement of reading achievement, language ability, and teacher instruction ratings as defined by a seven point scale. The methods of evaluation of the program were: assessment of pre and post reading and English language fluency test scores, direct observation of all aspects of the program, interviews with school personnel, and completion of questionnaires by principals who rated teacher performance. The evaluation concluded that of the 129 students tested 52 percent showed significant growth in reading ability and English fluency. Bilingual students had difficulty with language forms. The principals' ratings of teacher performance indicated that teachers exhibited exceptional growth in diagnosis of learning disabilities, corrective instruction, use of instructional materials, procedures for pupil evaluation, methods of individualizing instruction, and techniques of parent involvement. The principal evaluation questionnaire is included in the appendix. (Author/JP)

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EVALUATION REPORT

Function No. 20-63415

TEACHER SELF-HELP PROJECT

1975-76 SCHOOL YEAR

MICHAEL F. GREELEY

An Evaluation of Selected New York City Umbrella Programs funded under a Special Grant of the New York State Legislature performed for the Board of Education of the City of New York for the 1975-76 school year

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CHAPTER I: THE PROGRAM

The Teacher Self-Help Project is an effort to provide children from low income areas in District 30 with a quality education by improving the methods by which teachers are trained and the manner in which they use their preparation. It is also an ambitious attempt to systematically combine theory, research and practice in an ongoing operational field based project.

The project, which is a recycled component in the New York City School -- Community Interaction Umbrella Program, addresses itself to the primary needs of children in New York City. These needs are for the development of facility in the use of the English language and for the development of basic reading skills. These needs have been effectively identified throughout the city by means of standardized achievement tests, administered yearly, as well as the annual October 31 Language Survey.

Parallel to the needs of the children for improvement of language and/or reading skills is the need for teachers to provide appropriate instructional experiences in these areas.

The training of teachers has generally taken place on a college campus, far removed from the site at which the teacher will later engage in his/her work. In many cases, the

educational theory and methodology discussed in the university setting do not adequately prepare teachers for the reality or the demands of the urban school situation.

The Teacher Self-Help Project has been developed in an effort to correct this deficiency. The project provides a training component designed specifically for the children to be taught. The Teacher Self-Help Project offers each school in District 30 the opportunity to design a training program suited to its particular needs. The design of each program is the effort of the school supervisor. The supervisor seeks teacher and parent input and involvement in the design of the program so that it will reflect the needs of that particular school, its teachers and its children. Training procedures are designed to utilize the services of teachers and supervisors in project implementation.

In addition to the training aspect of the program, a series of demonstration projects operate in three schools in District #30. Each project provides 50 children with corrective reading services 2 days a week. These children were selected on the basis of their score on the New York City Reading Test or the Metropolitan Achievement Test.

A third dimension of the project provides small group tutoring to 55 children with reading scores that indicate a discrepancy between vocabulary development and reading comprehension. This programmatic activity is offered on a daily basis

at one school. The small group tutoring is provided by 2 Educational Assistants who are directly under the supervision of a licensed teacher.

The project was scheduled to operate during regular school hours from September 1975 through June 1976; however, due to late program approval, all components of the program were not fully operative until December 1975.

The objectives of the program were specified in the program proposal as follows:

1. As a result of participation in the program, 50% or more of the pupils attending 75% or more of the scheduled sessions will attain a significant improvement in reading achievement as measured by the pre-post comparison of the city-wide reading test, for 1975 and 1976 or an equivalent standardized reading test.

2. As a result of participating in the program, 50% or more of the pupils attending 75% or more of the scheduled sessions will increase their language ability by 1 level as measured by the New York City Fluency Scale on a pre-post basis.

3. Teachers participating in the program will show at least one point improvement in ratings on a 7 point scale in at least two dimensions. The instrument will be designed by the evaluator and administered to a sample group of principals on a pre-post basis.

4. The program, as actually implemented, will coincide with the program as described in the proposal and any subsequent modification or addenda.

The project staff consisted of 1 Program Coordinator, 3 regularly assigned per diem teachers and 2 Educational Assistants. The number of program participants was 205. 150 children participated in the corrective reading services provided while an additional 55 children participated in the small group ESL tutoring.

CHAPTER II: EVALUATIVE PROCEDURES

The evaluation objectives specified in the evaluation design were as follows:

Evaluation Objective #1: To determine whether, as a result of participation in the corrective reading component of the Teacher Self-Help Project, 50% or more of the pupils attending 75% or more of the scheduled sessions will show a statistically significant difference between the real post-test score and the anticipated post-test score.

1.1 Subjects: All participants in the program. N=150

1.2 Method and Procedures: The appropriate level of the Metropolitan Achievement Test (Reading) will be administered twice: during December 1975 and April 1976.

1.3 Analysis of Data: Data will be analyzed by the "Real (treatment) Post-test vs. Anticipated (without treatment) Post-test" design.

1.4 Time Schedule: Pre-test December 1975
Post-test April 1976

Evaluation Objective #2: To determine whether, as a result of participating in the program, 50% or more of the pupils attending 75% or more of the scheduled sessions will increase their language ability by 1 level as measured by the New York City Fluency Scale, on a pre-post basis.

2.1 Subjects: All program participants in the ESL component of the program at P.S. 70. N=55

2.2 Method and Procedures: The New York City Language Fluency Scale will be administered on a pre/post basis.

2.3 Analysis of Data: For the purposes of quantification, the scale will be converted to a 1 to 6 scale in which 1=F and 6=A. The pre and post ratings will be subjected to a t test to determine the significance between the pre-test mean and the post-test mean.

2.4 Time Schedule: Pre-test October 1975
Post-test April 1976

Evaluation Objective #3: To determine if all teachers that participated in the training component have demonstrated at least one point improvement in ratings on a 7 point scale in at least two dimensions. This instrument will be administered to a sample group of principals on a pre-post basis.

3.1 Subjects: All teachers that have participated in the Teacher Self-Help Project.

3.2 Method and Procedures; All principals that have conducted a Self-Help Project in their school will complete the rating scale on a pre-post basis.

3.3 Analysis of Data: Results of the pre and post administration of the rating scale will be quantified and analyzed. Pre and post test ratings will be subjected to a t test to determine the significance between the pre-test mean and the post-test mean.

Evaluation Objective #4: To determine the extent to which the program as actually carried out, coincided with the program as described in the program proposal. In its evaluation report, the evaluator-consultant will make a statement concerning the extent of this implementation and, where serious discrepancies exist between proposal and program, provide a description of discrepancies.

Formal evaluation of the Teacher Self-Help Project for the 1975-76 school year began in February, 1976. The evaluative effort was to focus on the degree to which the program objectives were met. Evaluation procedures included both process and product evaluation. Methods for the evaluation were as follows:

1. Direct observation of all aspects of the program.
2. Interviews were conducted with the Program Coordinator, the three corrective reading teachers, and the two Educational Assistants relative to the program's functioning.

3. The Metropolitan Achievement Test was administered to all participants in the corrective reading component in December, 1975 and April, 1976. The results of these pre- and post-tests were statistically analyzed to measure significant improvement in reading achievement.

4. The New York City Scale of Pupil Ability to Speak English was administered to all participants in the ESL small group tutoring component in October, 1975, and again in May, 1976. The results of these pre- and post-tests were statistically analyzed to measure significant improvement in English language fluency.

5. Questionnaires were distributed to 5 principals that held a Teacher Self-Help Project in their school during the 1975-76 school year. They were asked to complete a rating scale for each teacher that had participated in the project. The scale was designed to measure the growth of the teachers in six areas of the teaching/learning process. The instrument was to be administered on a pre/post basis but the principals only completed the instrument on a post basis. They assumed that the rating scale was to be completed only after they had conducted a Teacher Self-Help Project in their school. This change in the evaluation objective is reflected in Chapter III. The

treatment of data and the analysis of same has been adapted so that the effectiveness of the Teacher Self-Help Project can still be measured.

In order to accurately record information, it was necessary for the evaluator to develop the following instruments: a project data form and a questionnaire for principals. A data collection form was also developed to enable the project staff to provide the evaluator with the necessary pre and post-test data.

CHAPTER III: FINDINGS

Teacher Training

During the 1975-76 school year, 14 Teacher Self-Help Projects were implemented in 8 of the district's schools. A wide range of curriculum areas were covered in depth during the training. Per diem substitutes were provided for each school to cover the classes of teachers participating in the training. Funds for per diem substitutes were provided through "the pool of days" which had been incorporated into the project design.

The schools that participated in the training program, as well as the number of teachers trained in a particular curriculum area, are indicated in Table 1.

TABLE 1

Participation in Teacher Self-Help Project

School	Number of Teachers	Curriculum Area
P.S. 2	3	Science - grade 6
P.S. 11	9	Developing Listening and Learning Centers in Language Arts and Mathematics
P.S. 11	9	Music
P.S. 70	3	Gifted
P.S. 70	18	Reading - grade 1
P.S. 70	8	Social Studies
P.S. 112	12	General updating of tenured teachers and reading instruction
P.S. 122	13	Math Lab
P.S. 122	12	Developing Music Curriculum in grades 2 and 5
P.S. 151	7	Techniques in Music Instruction
P.S. 151	6	Math Instruction
P.S. 151	9	Language Arts and Social Studies using the Library
P.S. 152	6	Intellectually Gifted Children (IGC)
P.S. 166	1	Upgrading of teacher's skills
	116	teachers participated in the program

To ascertain the effectiveness of the Teacher Self-Help Project, 5 principals were asked to rate the improvement that teachers made in six areas of the teaching/learning process. A seven-point scale was used. A total of 81 responses were

received from 5 principals. The results are found in Table 2.

TABLE 2

Principals' Evaluation of Training

N = 81

Item	Mean	S D
a. Specific procedures for diagnosis	6.567	.835
b. Methods of corrective instruction	6.617	.751
c. Use of instructional materials	6.753	.602
d. Procedures for pupil evaluation	6.506	.808
e. Methods of individualizing instruction	6.641	.638
f. Techniques of parent involvement	6.530	.726

The response to this questionnaire is impressive. Principals indicated that the teachers exhibited exceptional growth in the six areas. The area rated highest (mean =6.753) is the one dealing with the use of instructional materials (item c). The area rated lowest (mean =6.506) is the one dealing with procedures for pupil evaluation (item d).

The Program Coordinator has prepared special booklets that are used at many of the Teacher Self-Help Projects. Lesson Planning, Answers to Discipline and Teachers and Parents Together provide practical and helpful information to experienced as well as new teachers. The First Day on Target is a most useful pamphlet for the beginning teacher.

The Corrective Reading Program

A total of 150 children participated in the Corrective Reading Program. The program operated at three schools in the district: P.S. 11, P.S. 70, and P.S. 151. The program serviced the following grade levels at each school:

P.S. 11 - 50 children, grades 4 through 6

P.S. 70 - 50 children, grades 3 through 5

P.S. 151 - 50 children, grades 4 through 6

The program operated two days weekly at each of the three schools. Each participant received 45 minutes of instruction each day. The average size of each instructional group was 10.

The criteria for the selection of participants in this facet of the project was based on the results of the Metropolitan Achievement Test in Reading. All children who were between .5 and 1.5 years deficient in reading achievement, as indicated by the MAT, were eligible for program inclusion.

In order to determine the effectiveness of this programmatic effort, scores from the December, 1975 administration of the MAT, were compared with scores from the April, 1976 (post) administration. The use of the historical regression formula converted the December, 1975 scores into the predicted post-test scores for each participant.

The following table provides an analysis of test data for 3rd and 4th grade participants.

TABLE 3

Teacher Self-Help Project

Pupil Reading Scores

Metropolitan Achievement Test
Elementary Level
Grades 3 and 4
N = 69

Post-test Predicted	Post-test Actual
Mean = 3.126	Mean = 3.347
SD = .733	SD = .819

Correlation coefficient (r) = 0.304
Level of significance = .01

Value of t = 2.005
Level of significance = .05
df = 68

Gains in grade equivalent = 0.221
or 2.21 months

The predicted or anticipated post-test mean for grades 3 and 4 was 3.126. The actual post-test mean was 3.347. This indicates a growth of 2.2 months beyond expectation. In applying the t-test (t = 2.005) we can observe that these scores are significant at the .05 level. Based on the data, and the analysis of same, there has been a significant gain made by 3rd and 4th grade participants.

Program participants in grades 5 and 6 were also tested on the same pre and post testing basis. The following table provides an analysis of their performance.

TABLE 4

Teacher Self-Help Project

Pupil Reading Scores

Metropolitan Achievement Test
Intermediate Level
Grades 5 and 6

N = 60

Post-test Predicted	Post-test Actual
Mean = 4.730	Mean = 4.965
SD = .852	SD = .892

Correlation Coefficient (r) = 0.702
Level of significance = .01

Value of t = 2.699
Level of significance = .01

Gains in grade equivalent = 0.235
or 2.35 months

The predicted post-test mean for grades 5 and 6 was 4.730. The actual post-test mean was 4.965. This indicates a growth of approximately 2.4 months beyond expectation. In applying the t-test (t = 2.699) we can observe that these scores are significant at the .01 level. Based on the data, and the analysis of same, there has been a significant gain made by the 5th and 6th grade participants.

The total number of students in this component for whom data was available was 129. A data loss of 21 participants occurred. These children were either absent for the administration of the post-test or had transferred to other schools.

Of the 129 children tested, 69 participants (52%) indicated a significant growth on the pre/post administration of the MAT. Therefore, objective #2 has been met.

Although the objective has beenmet, it is obvious that the performance of participants as a whole, can be enhanced. Further consideration of this facet of the project's activities should be reviewed. Factors that seem to mitigate the successfulness of the Corrective Reading Program include extremely late implementation of the program due to delayed approval of funding. No actual instruction began until January, 1976.

This instruction was provided twice weekly. At most, each participant received 30 hours of instruction by the end of April. Also, in reviewing students' progress, it should be realized that a relatively short period of time elapsed between pre and post-testing. All of these factors should be considered in the design of the Corrective Reading Program for the 1976-77 school year.

The ESL Program

The English Language Program provided a program of small group tutoring in English Language skills development. The program serviced 55 students, grades 2 through 5. This aspect of the program operated at P.S. 70 during regular school hours. All participants received small group instruction in developing fluency skills and in vocabulary acquisition. Daily instruction was provided by two Educational Assistants. This facet of the program's activities began in October, 1975. Criteria for the selection of target children included:

- those children who have a discrepancy between the vocabulary and reading comprehension scores on the MAT of .5 or more and are originally non-English speaking students.
- those children whose limited language skills hamper their classroom participation and who are not receiving any other supportive services.

In order to determine the effectiveness of this programmatic effort, scores from the pre and post administration of the New York City Scale of Pupils Ability to Speak English were compared. Pre-testing was done in October, 1975 and post-testing took place in late April and the first week of May, 1976. Scores were quantified for the purpose of analaysis, i.e., A=6, B=5, C=4, D=3, E=2, F=1.

The following table provides an analysis of test data for all program participants.

TABLE 5

Teacher Self-Help Project

Pupil Fluency Scores

New York City Scale of Pupils Ability to Speak English
Grades 2 through 5

N = 51

Pre-test Actual		Post-test Actual	
Mean	= 2.960	Mean	= 4.137
SD	= 0.344	SD	= 0.721

Table 5 continued.....

Correlation coefficient (r) = 0.138
Level of significance = .001

Value of t = 9.983
Level of significance = .001
df = 50

The data loss incurred was 4. These children had left P.S. 70

The pre-test mean was 2.960. The post-test mean was 4.137. This indicates a significant growth for the participants. Pre-test scores indicated that participants only spoke English in those stereotyped situations for which he has learned a few useful words and expressions. Post-test scores indicate that participants can speak English well enough for most situations met by typical native pupils, of like age, but still must make a conscious effort to avoid the language forms of some foreign language. In applying the t-test (t = 9.983), we can see that these scores are significant at the .001 level. Obviously, there has been significant growth made by program participants as a result of the treatment.

The Teacher Self-Help Program was evaluated during the 1974-75 school year. The previous evaluator recommended an increase in the number of paraprofessional staff. The Program Coordinator added a second Educational Assistant to the project staff. Therefore, this recommendation has been implemented.

CHAPTER IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The Teacher Self-Help Project is a well-designed program that reflects careful planning. The program has been implemented fully according to proposal specifications.

The training component of the Teacher Self-Help Project is exemplary in nature. The program recognizes the fact that each school has unique training needs that are known best to that particular school. To respond to this, the Teacher Self-Help Project affords all schools in District #30 the opportunity to assess their professional training needs, and to design and implement a training program suited to these needs. This facet of the program has been executed in a superlative manner.

The corrective reading component, although it achieved its objective, can only be viewed as having a minimal effect on the target population. It appears that the primary reason for the lack of gains in this aspect of the project is late implementation of the program due to delay in funding.

Specific recommendations include:

1. Recycle the Teacher Self-Help Program for the 1976-77 school year.
2. Wider dissemination of the effectiveness of the training component should be attempted. It has proven itself worthy of replication. Aside from its educational value, it presents a cost effective technique while providing an exceptional program of staff development.
3. Assurance of funding should be available in September.

4. The corrective reading program should be implemented in September. Pre and post-test data should be drawn from the April 1976 and April 1977 administration of the New York City Reading Test.

A P P E N D I X

TEACHER SELF-HELP PROJECT

Principal Evaluation Questionnaire

TEACHER SELF-HELP PROJECT

PRINCIPAL EVALUATION QUESTIONNAIRE

School _____ Date _____

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the Teacher Self-Help Project.

Instructions: Based on your observation of those teachers who participated in the Teacher Self-Help Project conducted at your school, indicate the growth demonstrated by <u>each</u> teacher participant as a result of involvement in the program. Please complete <u>one</u> questionnaire for each teacher participant.

1. Specific procedures for diagnosis

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal

2. Methods of corrective instruction

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal

3. Use of instructional materials

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal

4. Procedure for pupil evaluation

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal

5. Methods of individualizing instruction

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal

6. Techniques for parent involvement

1	2	3	4	5	6	7
no noticeable growth			average growth			gained a great deal